

Self-Consciousness and Social Interaction Anxiety among School Students

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Abstract

The study aims at identifying a one-to-one correspondence among self-consciousness and social interaction anxiety between students. Furthermore, the differences between coeducational and non-coeducational schools were also studied. Correlation research design and purposive sampling strategy was used to collect the data. A total sample of N= 200 participants were selected out of which 100 students were enrolled in coeducational, boys and girls, each ($n= 50$) and 100 participants who were enrolled in non-coeducational schools, boys and girls, each ($n= 50$) with ages ranging between 14-19 years old. The scales used in the research were The Self-Consciousness Revised Scale (Scheier & Carver, 1985) and Social Interaction Anxiousness Scale (Leary, 1983). Results suggested strong correlation among self-consciousness both in public and private, as well as in social anxiety and social interaction anxiety. Moreover, no differences were found in relation to the self-consciousness and social interaction anxiety between the students enrolled both within coeducational and non-coeducational schools.

Keywords: self-consciousness, social interaction anxiousness, non-coeducational

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Introduction

Level of Self-Consciousness and Social Interaction Anxiety among Adolescents of Educational and Non-coeducational Schools of Lahore Education holds great importance in the change of nations. It is not restricted to scholarly accomplishments but it is an exceptionally broader term which surrounds a considerable measurement from educating kids some basic behaving patterns or etiquettes to making adolescents effective challengers (Wolff, 2010). Countries having fruitful game plan of educating the students rule the world, both socially and financially. The best approach to success is awesome education framework and training system (Anfara, Caskey & Carpenter, 2012). Schools fills different requirements like building confidence and teaching students the essentialness of collaboration and doing teamwork and prepares students to be beneficial people for society (Anfara, Caskey & Carpenter, 2012).

Researchers demonstrated that coeducational schools and non-coeducational schools have different impacts on students (Albani, 2014; Yalcinkaya 2012; Malik, 2006). Arrangement of coeducational can be characterized as the course of action of education which allows boys and girls go to a similar school while non-coeducational schools can be characterized as the plan of education where boys and girls go to various schools as indicated by sexes respectively.

Studies are conducted regarding academic performance and personality development of students enrolled in coeducational or non-coeducational schools and they favor non-coeducational schools in this regard (Albani, 2014, Yalcinkaya 2012, Malik, 2006). For this reason, a few students who were enrolled in schools were interviewed and the reason behind the meeting was to make sense of the hot current issues that students confront these days. After having some examination on this, it was figured out that, students are getting self-conscious and developing social interaction anxiety and therefore they keep away from a ton of healthy class and school activities. Students don't get profits by the brilliant open doors that schools offer like extracurricular activities that can be beneficial for the healthy personality development of students. They are getting self-conscious and developing social interaction anxiety and this is adding to their undesirable improvement (Fenigstien, 1979).

Wicklund (1972) divided self-consciousness into two sections, one is private self-consciousness and second one is public self-consciousness. Private self-consciousness is an aspect of perceiving oneself that determines the person's identity and his emotions. Public self-consciousness suggests that person gives importance to the opinion of

others. However, the as a result the individual may suffer from social anxiety and controlling feelings. These two types are considered as attributes of identity. These are typically consistent after some time. It is noticed that they are not in dependent with each other. In other words, it can be said that if the individual is high on public self-consciousness does not indicates he will be high on private self-consciousness too.

Public self-consciousness assumes part in personality development. It controls individuals' reasoning, sentiments and how they carry on. Self-conscious people are apprehensive about self and nature them, such people are generally over-burden, they feel freak and they are reserved (Steinberg & Moris, 2017).

Hence, social interaction refers to an interchange among at least more than twice persons and is a building square of society. Any communication, either it is a long talk or short interval communication is social interaction. It also covers nonverbal communication. An example of this is making eye contact with other people (Baumeister, 2013).

Moreover, Social interaction anxiety can be very uncomfortable, but it can be very difficult especially for student to oversee it. For the adolescent, school is a place where social interaction is ordinary and also important, where being criticized is quite normal, and where endeavoring for adjust to social situations and feedback may lead to making the students psychologically upset and can be a danger to their upcoming accomplishments (Costello & Lawler, 2014).

Mattick (1998) conducted a study on social interaction anxiety. According to him, students with social interaction anxiety desires to be jolly, friendly and pleasant, fear is what makes them feel low. The reason behind this is that students with social interaction anxiety were frightened to get acquainted, such adolescents feel that they will fail and scrutinized, they dread to get engaged in public discussions and such student feels inferior in social situations.

Huppert (2003) proposed the subjective theory which states that students generally overestimate the problems in social conditions. An example of this can be, this individual will condemn me. They additionally believe that they won't be able to handle social situations. An example of this can be, they think that they might say something foolish.

Social interaction anxiety look changed in adolescents than in grown-ups. While grown-ups perceive the extravagance of their anxiety in social circumstances, adolescents might not have that understanding. Adolescents may simply maintain a distance from gatherings or social

affairs or depict little excitement for companionships. Social interaction anxiety is frequently identified around age 12, when individuals are required to build their social activities with friends and in institutions (Garnefski, Legerstee, Kraaij, Kommer, & Teerds, 2002).

This study helps in identifying the relationship between self-consciousness and social interaction anxiety among students enrolled in coeducational schools and non-coeducational schools.

Objectives

- (i) To identify the relationship between self-consciousness and social interaction anxiety in school students of co-educational and non-coeducational institutes.
- (ii) To investigate the differences in self-consciousness and social interaction anxiety among school students from co-educational and non-coeducational institutes.

Hypotheses

- (i) There is a significant relationship between self-consciousness and social interaction anxiety among school students.
- (ii) There is a significant difference in self-consciousness among school students in coeducational and non- coeducational institutes
- (iii) There is a significant difference in the level of interaction anxiety among school students of co-educational and non- coeducational institutes.

Literature Review

Malik (2013) explored the differential effects on personality development of students of same gendered versus coeducational. According to results, same gendered students have more positive personality than coeducational school students. The students in the same gendered schools were more confident, cooperative, energetic, cheeky, faithful, socially active, fast, self-made, realistic, sharp, peaceful, beyond doubt, disciplined, absolute socially, calm and un-crabbed, whereas students of coeducational classes were assists, rule, decent, cold, sober, rigid, defenseless, backward, emotional, tensed, blue, conscious, active, erratic, carefree, agitated, baffle. This research found that same gendered schools were better as offer more comfortable and amusing environment to students which leads to better and healthy personality. Students of same gendered classes have higher means score i.e. 75.5 as compared to the mean score of students of coeducational schools i.e. 68.9.

Moreover, Another research was conducted in determining association among social anxiety, self-consciousness and perfectionism (Saboonchi & Lundh, 1997). Perfectionism measurements of concerning faults, being dubious about one's behavior, and Socially Prescribed Perfectionism demonstrated a relationship with measures of social anxiety. It was also concluded that Patients with high social anxiety showed higher scores of self-consciousness as compared to the other patients.

Moreover, the study was conducted on the advantage of same gender versus coeducational environments for school girls (Hartman, 2010). The basic purpose was to see self-consciousness and consideration for oneself among students studying in coeducational and same gendered classes. The study aimed at highlighting whether going to same gendered secondary school was more useful for secondary school young girls than going to coeducational schools. It was founded that young ladies who went to same gendered secondary school have more positive self-concept than young ladies who went to coeducational secondary schools.

Method

Sample

The study employed purposive sampling strategy and correlation research design was used. Three English medium high schools were selected out of which one school was coeducational and two schools were non-coeducational. A total sample of 200 students was drawn out of which 100 students were from coeducational schools (50 males and 50 females) and 100 students were from non-coeducational schools (50 males and 50 females). Participant's age range was up to 14-19 years (grades 9th and 10th).

Instruments

The Self-Consciousness Scale- Revised (Scheier & Carver, 1985).

It is updated scale of Feinstein (1975) "The Self-Consciousness Scale. A twenty-two item tool that calculates public self-consciousness (7 items), private self-consciousness (6 items) and social anxiety (6 items). Items are checked utilizing four point Likert scale (zero= not under any condition resembles me to three = a lot like me. It demonstrated an adequate reliability score ($\alpha = 0.73$ and $.89$ for test retest). In order to calculate the inner consistency of the scale, three separate Cronbach's alpha were calculated one for each subscale. The accompanying Cronbach alphas were 0.75 for private self-consciousness. Also, $.84$ for public self-consciousness and $.79$ for social anxiety. It is valid and

reliable instrument for evaluating self-consciousness. Psychometrics show that this scale has a high internal consistency (Leary, 2010).

Interaction Anxiousness Scale (Leary, 1989)

This scale comprises of 15 items. These items are marked from 1 =not at all valid for me to 5 =extremely characteristic or valid for me. Its statements comprise of explanations related to self which explains person's responses to circumstances which includes social situations. Cronbach's alpha was used to assess internal consistency; it has internal consistency to be .89(Leary, 2010). Furthermore, it has high test retest reliability i.e..80. This scale is valid and reliable for measuring social interaction anxiety.

Results

Pearson Product Moment Correlation Coefficient was applied to identify the association among self-consciousness and social interaction anxiety. 'Independent sample *t* test' was employed to identify differences in level of self-consciousness and social interaction anxiety among students of coeducational and non-coeducational schools. Information was analyzed by means of The Statistical Package for Social Sciences (SPSS) 21.

Table 1

Inter Correlations in the Level Self-Consciousness and Social Interaction Anxiety

| Measures | 1 | 2 | 3 | 4 | 5 | M | SD |
|-------------------------------|---|--------|--------|--------|--------|------|------|
| 1. Self-Consciousness | - | .74*** | .77*** | .60*** | .22*** | 1.83 | 0.38 |
| 2. Private Self-Consciousness | - | - | .47*** | .19*** | .03 | 1.78 | 0.53 |
| 3. Public Self-Consciousness | - | - | - | .19*** | .01 | 2.15 | 0.55 |
| 4. Social Anxiety | - | - | - | - | .49*** | 1.51 | 0.61 |
| 5. Interaction Anxiousness | - | - | - | - | - | 2.74 | 0.48 |

Note: M= Mean; SD= Standard Deviation

* $p < .05$, ** $p < .01$, *** $p < .001$.

The null hypothesis stating significant correspondence among self-consciousness and social interaction anxiety was supported. Results demonstrated that there is a significant positive relationship among self-consciousness and social interaction anxiety i.e. ($r = 0.22^{***}$). There is statistically no correlation in private self-consciousness and social interaction anxiety ($r = 0.03$). There is no correlation between public self-consciousness and social interaction anxiety ($r = 0.01$). There is a considerable positive correlation among social anxiety and social

interaction anxiety ($r = 0.49^{***}$) implying that students who are self-conscious tend to have social interaction anxiousness.

Table 2
Group Differences in the level of Self-Consciousness among Students

| Variables | Co-educational | | Non-coeducational | | <i>t</i> (<i>df</i>) | <i>p</i> | 95% CL | | Cohen's <i>d</i> |
|----------------------------|----------------|-----------|-------------------|-----------|------------------------|----------|-----------|-----------|------------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | <i>LL</i> | <i>UL</i> | |
| Self-consciousness | 1.82 | 0.39 | 1.85 | 0.37 | .50(198) | .61 | -.08 | .13 | 0.07 |
| Private self-consciousness | 1.79 | .51 | 1.76 | .55 | -.44(198) | .65 | -.18 | .11 | -0.05 |
| Public self-consciousness | 2.16 | .62 | 2.15 | .47 | -.14(198) | .88 | -.16 | .14 | -0.01 |
| Social anxiety | 1.43 | .65 | 1.59 | .55 | .17(198) | .07 | 0.05 | .32 | 0.26 |

Note: Boys = 100; Girls = 100; *M* = mean; *SD* = standard deviation; *df* = Degree of freedom

The analysis suggested that students belonging to coeducational and non-coeducational schools have no differences in the level of self-consciousness. The hypothesis stating a considerable disparity in the level of self-consciousness amid the students of coeducational and non-coeducational schools was not supported. No significant distinction in the mean records of students of coeducational and non-coeducational schools was recorded.

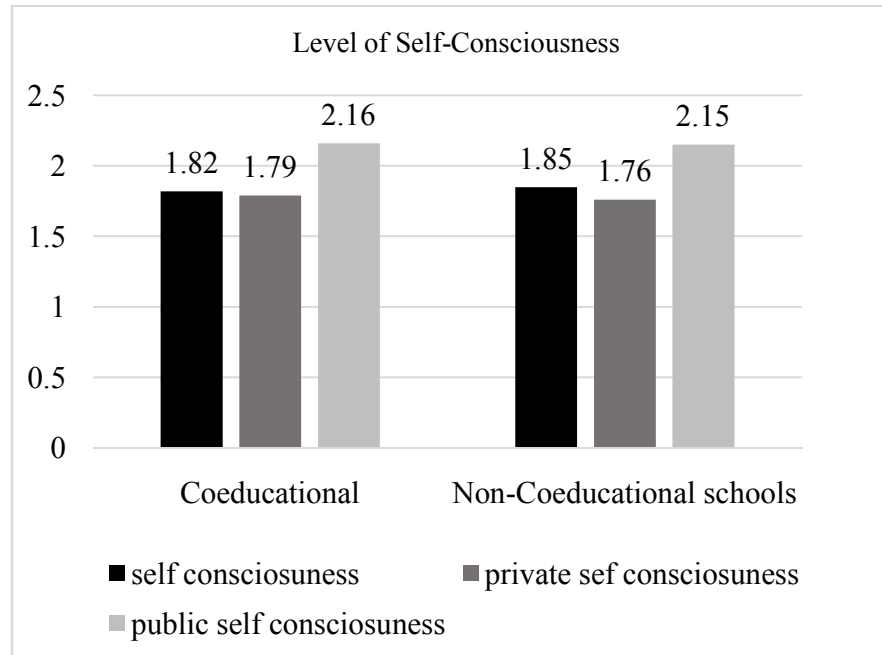


Figure 1: Level of Self-Consciousness

Table 3

Group Differences in the level of social interaction anxiety among students

| Variables | Coeducational | | Non-Coeducational | | <i>t</i> (<i>df</i>) | <i>p</i> | 95% CL | | Cohen's <i>d</i> |
|--------------------------------|---------------|-----------|-------------------|-----------|------------------------|----------|-----------|-----------|------------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | <i>LL</i> | <i>UL</i> | |
| Social Interaction Anxiousness | 2.67 | .51 | 2.77 | .44 | 1.4(198) | .15 | -.03 | .23 | 0.20 |

Note: Boys = 100; Girls = 100; *M* = mean; *SD* = standard deviation; *df* = Degree of freedom

Outcome of the test suggested that students belonging to non-coeducational and coeducational schools have no differences in social interaction anxiety. The hypothesis stating difference in the level of social interaction anxiety among students of coeducational and non-coeducational schools was not supported. No statistically significant disparity in the mean scores relating to students of same gender and coeducational schools was recorded.

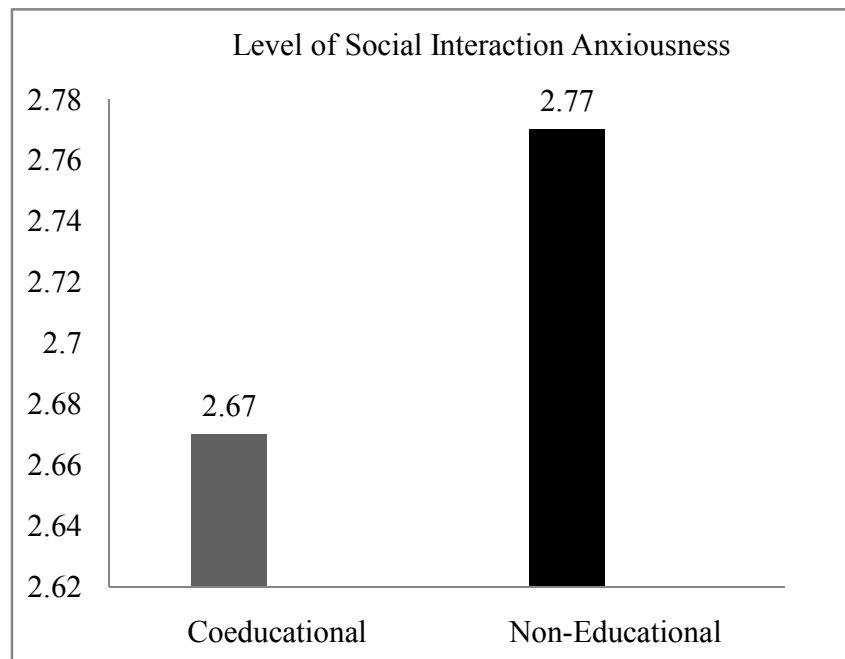


Figure 2: Level of Social Interaction Anxiousness

Discussion

The results of the study demonstrate strong correlation between self-consciousness and social interaction anxiety. The significance of results can be due to various reasons and can be supported through previous literature (Bogels, 2002; Gayer, Lau, and Tone, 2008; Hope and Heimberg, 2010). Moreover, the study also concluded that there are no statistically significant differences in the level on self-consciousness and social interaction anxiety among students of coeducational and non-coeducational schools. Most researches conducted previously on this domain supports these findings (Harker, 2000; Gaer, Pustjens, Damme, & Munter, 2004; Kautz, Sax, & Phillips, 2002; Baumeister, 2007; Halpern, 2013).

Gayer, Lau, and Tone (2008) investigated in their study on brain part Amygdala which plays an important in fight and flight response. They found out that that people who have a very active brain part i.e amygdala, also have increased fear response causing more social anxiety in various social situations. Similarly, Hope and Heimberg (2010)

conducted a study and it was concluded that these two study variables were not correlated. They argued that social anxiety may be a learned and modeled behavior. That is connected to their parents' practices and their overprotective yet controlling personality attributes.

The results of the study also show that there are no differences in the level of self-consciousness and social interaction anxiety among students of coeducational and non-coeducational schools. Gaer, Pustjens, Damme, & Munter (2004) conducted a research to explore that effects of non-coeducational and co-educational schools on student's personality development and self-assessment. The results indicated no differences among students of the two different class sorts. Thus, it was inferred that any minor differences between the students of two class sorts can be because of their social financial statues, personnel and not because of different class sorts. Harker (2000) concluded in his study that there are no significant differential effects of non-coeducational or coeducational schools on student's self-concept and self-esteem. The personality of young ladies in non-coeducational and coeducational schools were investigated in detail, with cautious controls for the student population differences at the two sorts of school. At the point when such controls were taken care of, the appearing differences between the two sorts of school lessen to non-significance. It was also argued that there is no scientific confirmation that states that non-coeducational or coeducational schools have differential effects on their students.

A number of studies state that non-coeducational or coeducational schools have no major differences regarding student's personality. Additionally, a study has been conducted to see whether non-coeducational or coeducational schools must be ideal. It was inferred that that this assumption is mistaken (Kautz, Sax, & Phillips, 2002)

It has been studied that a non-coeducational class is better for a few students, and coeducational class is better for others in terms of their personality development. The initial thing to start is, when a conviction is considered in regards to the adequacy of non-coeducational classrooms, simply placing young ladies in one room, and young men in another, is no assurance of anything great happening. In actuality, some schools which offers non-coeducational classrooms, without suitable arrangements, have encountered terrible results (Halpern, 2013). It was highlighted that any minor differences among students can be because of faculty (Sax, 2005).

Liben (2014) has stated that each student is different form the other and needs a training that utilizes proof based teaching ways to deal with their specific needs. What's especially vital is displaying school

structures and instructive opportunities in ways that can attract people's interests, aptitudes and inspirations. Hence it was concluded that every student is unique and he should be dealt according to his motivation for better results. Similarly, Baumister (2007) also proposed that in order to help an adolescent to develop a healthy personality, then there is a need to train the teachers professionally. This study is unique in its rationale as it is clearly demonstrating that the students studying in co-education and same gender institutes cannot be divergent in their levels of perceived self-consciousness and their interaction anxiousness. However it is important to focus on their aspects and patterns of personality and social development.

Recommendations

This study clearly states that whichever the system is, does not much effect on level of social anxiety and self-consciousness in young students. Moreover, co relational studies do not tell the causality in study variables. The future research can be conducted on causal links in measures. Also, gender differences can also be found to see particularly which gender is experiencing self-consciousness and social anxiety more.

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